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ABSTRACT

This paper explores the professional preparation of remedial reading specialists for the community college. Various sections of the paper discuss the following topics: (1) the need for more reading specialists at the community college level, (2) the past training of college reading specialists, (3) undergraduate training of college reading specialists, (4) personal characteristics of such specialists, (5) reading related skills of the specialist, (6) nonreading related skills, (7) specialized knowledge and competencies of the community college instructor, (8) internship experiences, (9) training programs described in the literature, (10) degrees required for employment, (11) problems for the reading specialist in the community college, and (12) characteristics of quality teacher training courses. (FL)

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The Professional Preparation of Reading Specialists for the Community College, Liberal Arts College and University

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Introduction

The community college must serve the residents of a community by offering a variety of educational services needed by that community. If one is to accept such a philosophy, the community college becomes much more than just a lower division branch campus for the four year institutions of higher education. While the mission of the community college includes the offering of a college parallel program, the function also embraces the academic concepts of career and technical education, continuing education, and remedial education.

With this paper I will attempt to explore one aspect of importance related to the community colleges role in the field of remedial education. That aspect is the professional preparation of remedial education specialists who plan to serve students at community colleges. Being that this writer is a reading specialist, the reading aspect of remedial education will be stressed.

It is noted that instructors of pedagogy in institutions of higher education, as well as professional educators in the field, have long been interested in the standards for the professional preparation of teachers of reading. Numerous articles and books have been written which voice both the concerns of noted educators and professional organizations. Papers on this subject are presented annually at professional conventions and conferences. Research into what specific training leads to the most effective reading teacher

has also been undertaken. The International Reading Association has on several occasions drafted a set of minimum standards for the professional preparation of reading teachers, and other organizations have endorsed these standards. As might be expected, most of the literature is devoted to the training of reading teachers at the elementary and secondary school levels.

Not until the early 1960's did the subject of standards for the professional preparation of the college level reading instructor begin to surface in the literature. One notes that this concern tended to grow as the community college movement went through its boom years. Since the first articles appeared, a body of information has developed and it is worthy of exploration.

Numerous leaders in the field of college reading have put forth personal observations and recommendations about the basic foundations of knowledge and experience which they believe every college level reading and study skills specialist should possess. I will review these recommendations, as well as, the limited number of research studies and surveys on the subject. Examples of current programs of preparation will be detailed. Based on the information reviewed, professionals can develop a plan of studies pertaining to college reading that graduate students might enroll in at their institution. A limited number of formal programs exist in graduate institutions at this time.

At that time when I first undertook this project I had planned to limit my research to the training of reading specialists for the community college and not include four year institutions. As might

be expected there is some debate on the issue of whether the training should be the same for specialists at either level. Anderson (1971) typifies one faction when he states that community college teaching problems in reading are exclusive to such an institution and are not shared with other types of colleges. Ahrendt (1975), on the other hand, believes that this belief should be questioned since the four year institution of higher education has students with reading problems similar to those of the community colleges. The difference lies in the fact that the proportion of marginal students allowed to enter four year institutions, although growing, is still low when compared with community colleges. Ahrendt does point out what I believe is the major consideration when one attempts to decide whether there should be a delineation between the training required for specialists at either type of institution and that is, "Reading problems ... are unique to the individual student, not to the institution, and must be treated as such" (p. 10).

Since it appears that a majority of the writers in this field agree with Ahrendt, I have expanded my investigation to include the overall concept of the college reading specialist. It will be evident when recommendations are put forth which are unique to the community college as an institution; however, I hold that all specialists should receive such training whether they are initially hired at a community college or not.

The Need For More Specialists

In searching the literature it is evident that the field of college reading and study skills instruction faces a number of serious problems related to the need for and the training of reading specialists whose academic backgrounds will permit them to assume the myriad of academic and administrative duties faced by professionals in the field. Many of the problems facing the discipline are peculiar to the animal, while others are truly of an interdisciplinary nature.

A major problem to be faced is somewhat unique in the field of education. While there is a wealth of trained teachers in most of the college level fields such is clearly not the case with college reading and study skills instruction. Over the years professionals such as Price and Wolfe (1968), Vavoulis and Raygor (1973), Parker and Ross (1975) and Streicher and Nemeth (1977) have each pointed out the demand for specialists. The reasons underlining this unusual problem seem to be multifaceted in nature.

The expansionist nature of the community college movement in the United States during the past years sparked a spiraling demand for reading/study skills specialists to serve the diverse population of students attending those institutions. Through the open door admissions policy, students enter the institution with a wide range of aspirations, capabilities, achievement levels and cultural backgrounds; furthermore, they may follow any of several different educational routes toward their academic objective. Whether these students are enrolled in college parallel programs, career and technical courses, or

continuing education the breadth and depth of individual differences is greater than at any other level of education. College personnel are aware of this situation. When this is coupled with political and economic pressures to decrease drop-out and stop-out rates of both low risk and high risk students, these administrators and instructors have instituted programs designed to upgrade the reading and study skills levels of these students as well as learning centers and tutorial programs.

The community college reading/study skills specialist must be able to cope with the diverse needs of the students. Price and Wolfe (1968) stated the teaching of reading in the community college requires a great deal of versatility on the part of the specialist and that such teaching strategies and interaction procedures are best achieved through specific preparation in teaching reading at the community college level.

Although many four year institutions of higher education are facing a subsiding pool of applicants, there appears to be an increase in the number of students enrolling who are in need of skills development. In part this can be traced to the trend for institutions to become more racially, socially and economically diversified based on the social and political pressures of the past fifteen years. Also the current drop in the traditional student population pool can not be overlooked as a factor in opening the doors to students of lower academic levels as institutions fight to maintain Full Time Equivalency.

As Parker and Ross (1975) state:

> With SAT scores declining and more universities leaning toward the open door policy, increasing numbers of students who lack the necessary reading and study skills to be successful in their academic pursuits are being enrolled in universities. If colleges and universities are to accept students who lack these traditional competencies, they have an obligation to provide services to improve or correct the deficiencies. (p. 10)

Furthermore, Parker and Ross state that only a limited number of doctoral programs provide instruction in the problems and procedures used in teaching developmental reading and study skills to college level students. Since numerous colleges and universities are offering developmental or remedial programs for students who lack these skills, there is an urgent need for specialists trained to provide this instruction. These programs may be designed for special populations such as Upward Bound and Educational Opportunity Program students, or for the college population at large.

In addition to the market for specialists at the community college, liberal arts college and university levels, an increasing number of proprietary institutions are being formed throughout the nation. Many of these institutions are finding it necessary to either staff developmental reading programs to serve their students, or contract with independent reading programs which offer services to the public at large.

As the philosophy continuing post secondary education proceeds to evolve and expand during the upcoming years, the desire for and the lack of a body of trained developmental reading and study skills

specialists will continue to be a problem as more and more of the nation's populace chooses to take advantage of post secondary educational opportunities offered by an ever enlarging field of public and private institutions.

The Past Training of College Reading Specialists

Traditionally college level remedial reading programs have demonstrated a history of failure (Roueche and Kirk, 1973). A major factor behind this problem is described by Richard Bossone in Remedial English Instruction in California Public Junior Colleges (sited by Kazmierski, 1971 and Ahrendt, 1975). Bossone found that programs were failing to meet the needs of the students enrolled and the major factor for this failure was inadequate and/or unenthusiastic teachers. Roueche (1968) found similar failure factors linked to weak pre-service and in-service training, and the professional attitudes of the remedial instructor.

In accepting the premise that the instructor can make or break a developmental reading course (Staiger, 1960) we are bound to investigate the professional background of these teachers. Maxwell (1969) analyzed 304 applications for membership in the College Reading Association and found that these developmental reading instructors typically had been working in the college reading field less than one year. In reviewing their professional training, the investigator noted the 69% of the applicants without doctoral degrees reported having taken a background course in reading and 60% of those with

doctorates had a comparable background. About half of the group stated that they had some practicum or clinical training in reading. What seems to be the most important factor is that 40% of the group had no formal course work in reading methodology. Furthermore, the people who were willing to accept these positions, which had low status in the eyes of many in the academic structure, did not plan to remain in the field very long, and they tended not to assume leadership roles. Instead, they tended to disappear from the field once they had written their dissertations. Maxwell concluded that a large proportion of college reading specialists were self-trained and that there existed an obvious need for professional reading associations to provide basic in-service training novitiates in the reading field.

Moore (1970) adds fuel to the fire when he points out that, "the teachers of remedial students at the college level are, for the most part, self-trained. They have operated on a 'learn as you go' or 'on the job training' basis. Their jobs have been without description, structure, theory or methodology ... Many of these teachers who have been assigned to remedial classes have neither the desire nor the temperament to work with such students" (p. 70).

Although professionals began to speak about the issue, the preparation of college developmental reading instructors continued to be a haphazard affair. Kersteins (1972) stated, "What passes for training of college level practitioners continues to amount to an assemblage of generalized and poorly defined education sequences consisting of child oriented theory courses from which graduate

students are supposed to extrapolate methods that can be applied to adult populations" (p. 3).

Raygor and Vavoulis (1973) wrote that although the growing number of developmental programs in higher education had produced increasing understanding of the reading/study skills specialist as a person with a professional academic specialization, many of these currently serving in the field were formally trained in only a few of the necessary areas of specialization.

In analyzing what the academic backgrounds of college reading and study skills specialists are, one must again examine Maxwell's study (1969). She analyzed the major graduate fields of College Reading Association applicants holding doctorates and found that they came from a variety of disciplines ranging from administration to optometry to math; however, most of the applicants had backgrounds in elementary education, English or educational psychology.

Colvin (1970) wrote that, although little was known about the specialist who taught in a college developmental reading program, one could infer from the available data that the following five factors were true.

1.) He is not formally prepared for his duties ...
2.) Frequently he is drawn from the ranks of the English, guidance, education or psychology departments.
3.) Formal course work, if any, is usually taken in methods of teaching reading at the elementary or secondary levels. Some background in psychology, counseling, and student personnel work may or may not be part of his program. The same is true for linguistics, history of the English language and communications.

4.) Experience as a graduate teaching assistant in a college reading program often precedes full-time work in this area. A master's degree seems sufficient to gain initial employment.
5.) An assumption seems to be that a background in theory and practice in reading at the elementary and/or secondary levels qualifies a person to function at the college level. (p. 32)

Colvin concluded that no general pattern of selection or preparation existed which would be of a representative nature for all reading personnel at the college level.

Staiger (1960), Wortham (1967) and Kersteins (1972) each observed that English teachers are often asked to teach college reading courses because in many cases the courses are under the realm of the English Department. Although this may seem logical on the surface there are times when the English teacher's orientation toward reading improvement is faulty. Since most English teachers are trained in literature, writing skills, literary history and literary appreciation, they may have a problem in working with the very basic learning problems of a student fighting to stay in college. Neither are they liable to be sympathetic to a pupil who is semi-literate, much less appreciative of the nuances of literary technique.

In an investigation by Cranney, Hellstrom, and Schenck (1973) of attitudes held by over 150 instructors of English, guided studies, humanities and reading at twenty-three community colleges in Florida, the researchers found that, "Many English teachers felt their university training had not prepared them for the teaching of basic reading skills necessary in learning centers and English classes" (p. 179). In interviews with administrators, the investigators

found a dissatisfaction with many university trained English applicants, particularly with regard to their deficiencies related to the special instructional needs of community college students and to the purposes of the community college. As Johnson (1967) pointed out, most community college instructors started their college experiences from different kinds of environments than did many of their students and in most cases they had considerably more motivation.

In some cases the college developmental reading instructor is a person with a background in guidance work or psychology. A problem arises in such a case in that a person with this type of background may be more concerned with related personal problems than with reading problems. This is not to say that a student's personal problems should be overlooked but rather that both problems should be tackled.

Ahrendt (1975) notes that many of the specialists have worked their way up from an elementary or secondary school teaching background to serve as developmental reading instructors. A master's degree is the basic acceptable preparation for most college teaching positions, but it need not necessarily be in the field of reading education.

Wortham (1967) described the typical training a person without a specialization in college reading would develop while on the job. The new specialist would read the manuals that accompanied the various teaching materials and machines, study the methods currently in use, learn to use the machines but have little knowledge of their values or drawbacks, and learn to be very supportive of their students. If these neophytes became serious about college reading

they would enroll in courses, attend conferences, and study or conduct research.

The confusion which exists around the background required of college developmental reading instructors may only be a mirror of the overall field. As Wortham (1967) points out, college reading courses have a wide variety of titles leading one to believe that there is chaos in the curriculum, or at best that the nomenclature is nothing that communicates a commonly understood body of knowledge. In recent years this situation has improved, but the overall problem has not been extinguished.

Developmental reading programs are likely to have any of several homes on a campus. Raygor and Vavoulis (1973) state, "The locus of such services often seems to depend on accidents of academic history rather than on some carefully planned administrative structure designed to meet the needs of the students" (p. 172). Thus we find programs in Counseling Centers, Communications or English Departments, Education Departments, Audio Visual Centers and libraries. Such a situation only adds to the overall confusion.

One ray of hope which has come to light in the very recent times is that instructors are not being assigned developmental courses to teach just because they are low person on the totem pole. In a recent study conducted by Roueche and Snow (1977) of 139 community colleges and 13% four year institutions, they found that 83.5% of the community colleges and 66.4% of the four year institutions staffed developmental courses with people who chose such a teaching assignment.

As Kersteins said in 1972, many of Maxwell's observations of 1967 (published in 1968) were still true and we must once again agree in 1978. Roueche and Snow found that 72.7% of community colleges and 56% of the four year institutions employed specialists to teach their developmental courses. In both of the institutional samples only 35% of the instructors had any background in counseling techniques.

McConihe's (1967) statement of over ten years ago seems as appropriate in 1978. She stated, "A greater need for sophistication in the training of instructors in college reading is obvious. These teachers will require broader bases of skills, wider acquaintance with the psychology of reading and with counseling, and a greater depth in an understanding of the higher level comprehension skills" (p. 90).

Undergraduate Training of College Reading Specialists

The professional preparation of a prospective college reading/study skills specialist should include more than just a specialized course of study in a graduate program. The roots of any competent specialist go back to the undergraduate where a broad foundation of personal knowledge was formulated on the basis of the concepts, factual data and philosophies of numerous academic disciplines.

Price and Wolf (1968) suggest that the undergraduate curriculum for a prospective college reading specialist should be broad in scope including course work in literature, social studies, science and the arts. The acquisition of a broad knowledge base not only provides an understanding of the assumptions underlying different fields of

knowledge and how that knowledge is organized or generated, but also provides the specialist with a perception of how the related courses are taught. Upon completion of his professional preparation, this undergraduate academic background will lead to a degree of versatility and understanding when the specialist is working with the college students under his tutelage. Ahrendt (1975) points out that this background of general education provides the information needed to teach reading in the content fields.

Carter and McGinnis (1970) recommend that the prospective specialist be identified and selected during the junior year as a person with a desire and potential for a career as a reading specialist at the college or adult level. They also suggest that these individuals be encouraged to acquire an undergraduate background in psychology, sociology and education. At this time the student would also be introduced to a basic background in reading instruction.

At the screening level for being admitted to an advanced training program Price and Wolfe (1968) recommend that the intelligence and scholarly qualities of the individual should be considered. The applicant should be capable of mastery and application of skills, and concepts and techniques presented through graduate work. A desire to grow in the field of college reading instruction is paramount. Furthermore, the applicant should be both an extensive reader and a good reader with a command of all the basic skills which must be taught to one's pupils.

Personal Characteristics For College Reading Specialists

Equally as important as bringing an academically strong and experiencially rich developmental background to the teaching situation, the college reading specialist must possess a unique set of personal characteristics that can serve as the basic foundation underlying all professional duties. Price and Wolfe (1968) list four personal qualities that each college reading specialist should demonstrate if he is to be successful in interacting with the overall population found at an institution of higher education. These four personal qualities are as listed:

1. Displays personal attributes which contribute to the making of a good teacher.
2. It is almost superfluous to say that he must have a genuine regard for students.
3. Since the reading teacher will encounter students with a wide range of abilities and achievements, he must be flexible and creative.
4. The reading teacher will be involved with administrators and faculty so he should possess qualities of leadership and be able to work well with people.

Several other writers concur with the personal qualities put forward by Price and Wolfe. Maxwell (1973) stresses the importance of those characteristics which lead to the ability of developing good interpersonal relations. The college reading specialist must be able to relate well with students from divergent backgrounds and with students encountering a wide range of problems. Furthermore, the realm of interpersonal relationships include being able to interact with faculty members, college administrators and professionals from the student services, as well as having an understanding of the problems they face.

Parker and Ross (1975) believe that the specialist should have a sincere desire to work with adult learners, and that he should be able to communicate this feeling to the students with whom he is working. Maxwell (1973) notes the importance of being able to provide the emotional support and encouragement to keep on trying to students who may be either frustrated with school or facing other problems. When necessary, the specialist should be able to suggest other alternatives to college. Hiler (1975) writes that the specialist must be student oriented in that he recognizes and understands the strengths, limitations, and problems of each of his pupils. To do this the specialist must be flexible enough to adjust the demands of the program to each individual's needs while maintaining standards that are necessary for remediation.

The personal characteristics that lead one to believe in the college reading program are also paramount in leading the college reading specialist to success in dealing with the students he serves. Staiger (1960) stated that the specialist's attitude toward the course is as important as his knowledge base. Hiler (1975) echoed this feeling when she stated that the specialist has to be a firm believer in the college reading/study skills program being able to help the student. When the specialist is confident and optimistic about the effectiveness of the program the students will also reflex this feeling.

Related to all of these personal characteristics is a strong feeling of personal worth held by the specialist. It is this belief

in oneself that often provides the motivation and inner strength needed to overcome many of the unique problems faced in running college reading/study skills programs.

That a specific set of personal characteristics will help the college reading specialist succeed in his duties is not arguable. However, it is questionable as to whether a positive set of attitudes and characteristics can be taught to a potential specialist. As Maxwell (1973) stated:

> Some of the skills can be learned, and knowledge can be acquired; but the personal attributes discussed, given our present state of knowledge, may not be teachable. Therefore screening of potential students for these characteristics is a necessary responsibility of those who are educating college reading and study skills specialists. (p. 161)

Professional Preparation

The prospective college reading/study skills specialist should undertake a specialized program of training pertaining to a variety of fields directly related to the teaching and management of a college level reading program. Various writers have attempted to break this specialized training down into specific lists of skills, objectives or competencies. What follows, in this section, is an attempt to pull together the proposals of thirteen experts who have offered suggestions during the past eleven years. Livingston (1974) makes use of two broad sections entitled "Reading Related Skills" and "Needed Non-Reading Skills" in her paper on this topic; they will be used as headings for this section. Under each of these will be

listed sub-headings of generalized skill areas followed by specific skills. The name(s) of the writer(s) who advocate each skill will be noted for reference purposes.

Reading Related Skills

At the heart of the years of professional preparation which every college reading and study skills specialist undergoes is a curriculum directly related to his future teaching duties. A vitally important point worth stressing again is that the prospective college reading specialist will be called on to work with students who bring with them to the classroom or learning center the greatest range of attainment levels and aptitudes found in the field of reading education.

In a single class students may enroll who are preparing for graduate school examinations while others are operating at grade school levels of attainment. The specialist at the community college must face problems related to an even greater diversity in student populations. Thus, within the overall field of reading education there is no specialist in training who must emerge from his program of professional preparation with a wider base of academic and experiencial knowledge than the college developmental reading and study skills specialist.

In accepting such a premise one finds that the number of reading related competencies which must be demonstrated by the prospective specialist are numerous. The authories in the field have put forth numerous suggestions as to what skills a prospective specialist

must master.

Designing and Organizing a Total Reading Program: The major competency which must be demonstrated by every specialist in training is the ability to plan a well balanced college reading/study skills program emphasizing the relationship of listening, speaking, reading, writing, and study skills (Price and Wolfe, 1968; and Parker and Ross, 1975). Without such a competency the specialist cannot hope to bring together the other skills needed to run a college level reading program.

Knowledge of the Field of Reading: A thorough knowledge of the field of reading includes an understanding of the methods of reading instruction from kindergarten through college, and all of the subject and skill information taught at each level of educational ladder (Price and Wolfe, 1968; and Livingston, 1974). Johnson (1967) and Maxwell (1973) believe that, in addition, the future specialist should know the theories, philosophy, psychology, medical data and research which provides the foundation for the profession. It is also deemed important that the specialist in training should be familiar with the professional materials, journals and yearbooks available as well as with the major professional organizations and leaders in the field.

Knowledge of College Reading/Study Skills: Parker and Ross (1975) state that professional preparation should relate directly to those areas of the reading and study skills process needed by college students. To be qualified in such a competency, the specialist must

be able to teach skills relating to reading comprehension, flexibility of reading rate based on purpose setting, vocabulary development, study skills (such as notetaking, organization, outlining and SQ3R), proficient methods of test taking, library reference skills, time management, retention skills, decoding skills and spelling in a variety of ways. In addition, these writers stress the need for being able to help college pupils in understanding the various signals within the structure of our language such as punctuation, syntax and style of writing. Most important is the skill of guiding students to understand and appreciate literature so that they will hopefully become lifelong readers.

The future specialist also needs to learn of the theoretical models of the college reading process, issues and trends in college reading, literature in the field of reading, the characteristics of skillful college readers and the history of college reading (Carter and McGinnis, 1970; and Parker and Ross, 1975).

Since students enter a reading center or class while enrolled in a diverse course load, the specialist must be able to guide the students through the thought processes that are distinctive to any discipline, as well as, to help them overcome any reading problems which might be hindering their advancement in a content field course. This calls for the specialist to have not only a broad academic background but also a strong background in teaching reading in the content fields. The latter becomes particularly important when working with students enrolled in course work in which the specialist has no academic background. The specialist should also be able to

select, revise and/or develop class materials and supplementary materials for reading instruction related to the academic disciplines.

Diagnosis of Learning Problems: The reading specialist working with college level students needs a substantial working knowledge of formal and informal measures for assessing student achievement, methods of diagnosing learning problems and ways of determining a student's interests, preferred learning styles and potential. Before a prospective specialist can be certified as truly competent in this area, he must know both the strengths and limitations of the various inventories and tests suitable for usage with a college/adult population (Livingston, 1974; and Parker and Ross, 1975). Needless to say, the future specialist must also know what these instruments measure and how to interpret the results of any student assessment data. Such competencies assume the specialist has a knowledge of the process of reading at the elementary and secondary levels.

There is a need for the specialist to be able to develop one's own diagnostic and assessment instruments for situations where appropriate tests are not available or do not adequately measure college level reading and study skills (Hiler, 1975; and Parker and Ross, 1975). Related to this skill is the competency of using informal diagnostic inventories for reading, word recognition, study skills and related fields of the language arts. Homer and Carter (1970) stress that the specialist must understand that data gained from such inventories should be interpreted in terms of a student's academic background and the specialist's observations of the pupil

along with other test data. Informal instruments can then be used as measures of continuous individual assessment at the college level.

The specialist should be able to determine a student's motivational, emotional and psychological interaction with the reading process. Moreover, the specialist should be able to use the process of diagnosis to help students at both ends of the achievement continium.

Parker and Ross (1975) believe that the specialist should demonstrate the ability to write a case study/history for a college level student. Such an activity verifies that the specialist in training can determine the nature and possible causes of a student's learning problems. A case can be made for developing this case study through an internship experience in a college reading center.

Remediation of Learning Problems: Being competent in the field of diagnosis means little without an equal strength in the remediation of learning problems. The prospective specialist must be able to take the data gained through diagnosis and apply it to the development of a program of remediation for a college student (Hiler, 1975). Throughout the process of instruction, the specialist must be able to determine the student's approximate reading growth as it relates to his academic demands. Based on such actions, the specialist can adapt teaching methods to fit the student's needs in both reading center work and in the larger academic community.

Setting of Goals and Objectives For College Reading Instruction: As is the case at lower levels of education, the ability to select and/or

write instructional goals and design specific behavorial objectives is an important skill which future specialists should master (Parker and Ross, 1975). The specialist should also learn to evaluate his teaching effectiveness based on the use of such objectives. Being able to select, revise and develop specific instructional procedures for specific behavioral objectives is particularly important in view of the individualized nature of college reading instruction. The specialist should be able to use goals and objectives in developing competency based education models.

Materials of Instruction: The program of professional preparation should provide the future specialist with both an understanding of and practice with a variety of instructional materials and methods. Through a process of studying and working with commercially prepared teaching aids, textbooks and workbooks as well as mechanical equipment used in the teaching of reading, the specialist learns how to set criteria for evaluating and judging these materials. The specialist will also learn the range, usage and limitations of the materials on the market and, thus, will be better able to match them to the particular needs of the pupils (Price and Wolfe, 1968; and Parker and Ross, 1975).

Methods of Instruction: Successful instruction of a heterogeneous student population calls for the specialist to have developed a high degree of flexibility in the selection and employment of teaching methods and techniques. Personal teaching strategies ranging from

the most elementary to the most sophisticated are needed if success is to be met. In order to develop such a flexible style of teaching, the specialist must have a knowledge of the various learning theories and teaching strategies (Livingston, 1974; Hiler, 1975; and Parker and Ross, 1975).

Individualization of learning provides the key to success in a reading center. Even in a traditional class setting the specialist must be able to individualize the instructional approach. Carter and McGinnis (1970) suggest that the specialist know how to use flexible grouping techniques to meet specific objectives.

There is a need to help pupils having a history of reading difficulties through the utilization of alternative methods of learning while reading skills are being developed. The specialist should know how to use a buddy system or cluster group approach as well as to have available materials designed for ease of reading.

Basic teaching techniques such as those pertaining to establishing and maintaining rapport with a class or how to hold well conducted discussions cannot be overlooked in the specialist's training.

Curriculum Development: There is a need for the future specialist to have a background in curriculum development. Although the volume of teaching materials related to the field of college reading and study skills have grown in the recent years, the specialist may still find that there is a lack of materials on the market to meet specific student needs or that the available materials are of a second class nature. To overcome such a problem, the specialist must be competent

in material design and development (Livingston, 1974 and Hiler, 1975). The specialist should know how to develop study guides, modify existing teaching materials and develop his own soft ware and media materials.

Needed Non-Reading Skills

Skills which are not directly related to the process of reading or usage of study skills often determine the effectiveness of a college reading and study skills program. In some cases non-reading competencies such as advising skills are used directly with the students while in other cases these competencies are ones such as administrative, political and public relations skills which are rarely employed directly with students.

Advising/Counseling Skills: In many institutions of higher education students are assigned to a faculty member who becomes the student's adviser. To properly function in this role the specialist must be able to design plans of study and aid with the scheduling of advisees' classes as well as keeping abreast of campus graduation requirements and transfer requirements (Livingston, 1974; and Parker and Ross, 1975). The specialist must also be able to direct students to campus resources which will provide either academic or emotional support depending upon the student's needs (Maxwell, 1973).

In-house Knowledge: Since this is an omnibus skills area, development of such skills are related to a full spectrum of duties performed by the specialist. This includes such knowledge as:

a) the academic customs and rituals of the institution

(Maxwell, 1973 and Livingston, 1974).

b) how the various curricula are set up at the institution and the appropriate reading levels required for each (Livingston, 1974).
c) understanding the demands and expectations of the faculty in different departments. This includes being aware of their instructional goals, strategies and grading procedures (Maxwell, 1973).
d) a general background in the academic disciplines which present a high failure rate at an institution (Parker and Ross, 1975).
e) information in practical matters such as helping students go through procedures to secure financial aid, counseling services, etc. (Livingston, 1974).

Campus Politics: There is a need for each specialist to be familiar with how the college operates internally in order to facilitate making changes and meeting those goals set by the reading center (Livingston, 1974). The specialist must have skills which permit him to serve on program and university wide committees and interact with academic departments (Maxwell, 1973). Carter and McGinnis (1970) wrote, "The reading program must not be operated in isolation from the mainstream of campus life." They go on to say that the specialist must be able to gain cooperation from others while helping the students improve those reading skills essential to the subject being taught (p. 48).

Implementation Skills: Ahrendt (1975) points out that reading specialists must, in many cases, develop the very programs they are to serve with. The specialist in training needs to demonstrate skills in organizing and planning a total program (Livingston, 1974). Such skills would include proposal writing and grantsmanship knowledge as well as all of the duties listed in other sections.

Administrative Qualities: College reading specialists are often assigned a wide range of administrative tasks to perform. Before a prospective specialist completes his training he should demonstrate his ability to plan a model college reading program including the following elements: hiring of staff members, planning courses, predicting enrollments, submitting budgets, coordinating and directing the program, evaluating staff members, and ordering textbooks and materials (Livingston, 1974; and Parker and Ross, 1975). It is also suggested that the specialist have opportunities to draft program objectives (Ahrendt, 1975) and learn accounting skills, public relations processes, advertising skills, and how to prepare annual reports and informational descriptions of the program (Maxwell, 1973).

Supervision: Since the specialist who works in a reading center will most likely be supervising tutors or peer counselors, it is recommended that all prospective specialists have an opportunity to gain supervisory experience by supervising the work of several paraprofessionals (Ahrendt, 1975).

Evaluation of the Total College Reading Program: The proper evaluation of any program leads to it being more effective in its service to the students and the institution. The prospective specialist needs to learn how to establish and implement procedures for evaluation, select and/or develop information collection procedures, evaluate the program based on predetermined objectives and evaluate the instructional program to determine strengths, limitations and the need for adjustments (Parker and Ross, 1975). The key to this process is the skills required

for the revision of the existing program based on the evaluation (Livingston, 1974).

Providing In-Service Training: The concept of in-service training includes duties directly related to the reading center and to the institution at large. If the program utilizes many part-time instructors, instructors without a reading background or paraprofessionals such as tutors, there is a need for the coordination of a program to either offer or arrange for in-service training (Maxwell, 1973; and Livingston, 1974). This duty also includes assisting the content area teachers in planning instruction for students in their classes through locating, constructing or modifying materials at varying levels of difficulty to enable the instructor to better meet the needs of his pupils (Wortham, 1967; and Parker and Ross, 1975).

Researcher/Writer: The spectre of publish or perish hangs directly or indirectly over the heads of many educators involved in higher education. The need for quality research in the field of college developmental reading is very real, but before a prospective specialist can be a researcher he must be a "competent consumer of research literature" (Raygor and Vavoulis, 1973, p. 173). After this competency is met, the specialist should conduct research and publish the results (Maxwell, 1973) as well as to report research findings of relevant information to all faculty who instruct the pupils at the institution (Parker and Ross, 1975). Price and Wolfe (1968) believe that a prospective specialist should have a course background in research, psychology, guidance and testing and

measurement to be competent in this area.

Community Affairs: The specialist must develop skills which permit him to serve as a consultant to members of the academic community and the community at large. Within this capacity he may work with community agencies working to improve reading skills, e.g. A.B.E. centers, O.I.C. centers, E.S.A.A. Tutorial centers, etc. Overall the specialists must learn to keep in touch with the reading needs of the community (Livingston, 1974).

Specialized Knowledge and Competencies For the Community College Instructor

The reading specialist who gains employment at a community college will encounter an academic environment which is based on an educational philosophy that is different from that of the institution which provided the specialist with his professional preparation. Livingston (1974) states, "There appear to be some characteristic patterns associated with community colleges which make it necessary to have expertise in additional areas other than reading" (p. 5).

Price and Wolf (1968) suggest that the specialist in training should become familiar with the community college as an institution through the study of the nature, philosophy, history, purposes and objectives of the community college.

Most important is an understanding of the student population at a community college. L.L. Jarvic detailed the unique nature of the community college student body in "Making Teaching Effective"

(Kazmierski, 1971).

> Typically ... the heterogensity of students places heavy responsibilities upon the teacher who has in his classes some students preparing for professional courses, others who will be skilled workers or tradesmen, some who are in their teens, others in their forties or fifties, some with really superior ability and others decidedly deficient (p. 8).

The reading specialist must understand the differences in psychological make up and motive in such a mixed population so that he can plan for differences in course content, meet individual academic needs and select instructional media.

Kazmierski (1971) describes nine specific duties and responsibilities of faculties teaching at community colleges. They are effectively summarized by Livingston (1974) as follows:

1.) The need to work with a very heterogeneous population - transfer, career, no goals, etc. some students have superior ability while others are decidedly deficient.
2.) The need to plan for variances in course structures, individual instructional needs, etc.
3.) The need to develop effective diagnosis and evaluation plans; tasks are more complex at this level than at other levels because of the greater differences and gaps in students' goals and needs; standardized tests are not adequate at this level, and individualized tests are time-consuming to administer; finally, it is difficult to interpret test results.
4.) The need to continually find information about the effectiveness of the program; need to translate research findings for practical use.
5.) The need to determine how to select new instructional materials that haven't been tested for a very large population, or which have been tested, but for a different population than the one in question.
6.) The need to realize that frequently one is working in a climate of immense innovation that too often looks for panaceas rather than ways to meet needs of students.
7.) The need to participate in a academic goverance procedure which is different from lower educational levels or a university senate.

8.) The need to carry a heavy teaching load, which frequently involves a heavy amount of counseling.
9.) The need to teach and counsel in a structure of continuing educational and philosophical change that moves with community fads (p. 6).

The only effective way four year institutions can provide prospective college developmental reading specialists with an opportunity to master the aforementioned skills is through a process of interaction with local community colleges and the staff members at the reading centers in these institutions. Supervised internship experiences, visitations and professional level course offerings by community college staff members can meet this need.

Internship Experiences

Perhaps the most important phase of the preparation for any prospective college developmental reading and study skills specialist revolves around an internship experience where he is able to work in a reading center under the direction of a master teacher (Johnson, 1967; Price and Wolfe, 1968; Carter and McGinnis, 1970; Kazmierski, 1971; Cranney, Schenck and Hellstrom, 1973; Ahrendt, 1975; and Hiler, 1975).

Price and Wolfe (1968) suggest that the prospective specialist should gradually become involved with students through a process of study, observation/participation experiences and supervised teaching of students. They also believe that the internship experience should include lesson planning experiences, group discussions with other interns, reviewing professional literature, attendance at professional

conferences and seminars with professional reading center staff members. Ahrendt (1975) adds the following experiences to this list: developing teacher made materials, tutoring, conducting small group skills lessons and attending regular department meetings. Cranney, Schenck and Hellstrom (1973) believe that the internship experience should include visitations to local community colleges as well as opportunities to serve internships at such sites.

The recommended length of time to be spent by a prospective specialist in an internship experience varies from writer to writer based on the academic calendar at their home institution. However, the consensus seems to be that the internship should be at least one semester or two quarters in length (Carter and McGinnis, 1970 and Hiler, 1975).

Ahrendt (1975) summarizes the importance of the internship when he states:

> The value of the practicum allows the prospective teacher to practice the theory he has learned and associate and deal with students in a reading center situation .... Through the practicum experience, the prospective researcher will gain insights and experiences in dealing with the wide range and variety of reading achievement levels found in a community college reading center. (p. 28)

Examples of Training Programs Described In the Literature

Within the body of literature that has evolved around the subject of training college level reading specialists, one finds only a limited number of articles detailing established courses or training programs. This is of particular interest when one considers the fact

that the number of training programs of this nature throughout the country are growing. In examining the first edition of the International Reading Association's book, Graduate Programs and Faculty in Reading (Wanat, 1973) one finds that twelve institutions offered courses directly applicable to the training of college level reading specialists. In the second edition (Guthrie, 1976), however, the number of institutions grew to twenty-one and this writer suspects that the number will once again grow when the third edition is released in the near future. Even with the growth in the number of graduate reading programs offering course work, Hiler's (1975) observation that only a limited number of institutions are offering even one course specifically designed to train instructors adequately for this new field is quite true.

In 1962 Kinne reported on a program which was offered by Purdue University. The nature of the program called for supervised on the job learning in which interns taught two sections of a college reading improvement course. During the months preceeding the new academic year, interns participated in an orientation program which covered subjects such as developmental reading, use and maintenance of reading machines, tests and measurement devices, and sample college reading assignments.

After the first week of classes, discussion groups were held under the direction of an advisor. Discussion group activities revolved around the particular problems faced by the interns and also the planning of curricula for the courses. Through enrollment

in a formalized course, the interns covered material about the nature of the developmental reading process, and the materials and techniques used in college reading courses. Topics included the following:

1. Widening the reading span
2. Decreasing fixations, the duration of fixations and regressions
3. Eliminating vocalization
4. Increasing vocabulary
5. Using teaching devices (acceletators, tachistoscopes, controlled readers, reading films, timed essays and oculographs)
6. Reading rate and flexibility
7. Reading rate and comprehension
8. Testing
9. Records and record keeping
10. Role of the instructor in the reading program
11. Retention and carryover of new skills (p. 100)

Visitations to other sections of the developmental reading classes were also required. Through such visitations interns were able to view subject matter and teaching styles in practice.

Maxwell (1966) described a training course under her direction at the University of Maryland. Entitled "Internship in College Reading and Educational Skills," the course is designed to provide graduate students with a supervised experience working with college students who have educational skills problems. In order to receive three credits, the graduate student attend three hours of class each week and also intern in the reading laboratory for a period of four hours per week. Prerequisites to enrollment in this course included a general background in psychology or counseling, a course in tests and measurements, and although it was not required a course about evaluation and change in education skills was desired.

Formal classes were broken into two segments with the first hour

devoted to lecture on theory and the second being used for demonstration and discussion of techniques, materials and equipment. Throughout the term the instructor covered the following theoretical topics.

1. Orientation to the Reading/Study Skills Laboratory (History, goals and Philosophy)
2. College reading - techniques and goals
3. Reading machines - uses and abuses
4. Higher level reading skills
5. Orientation to reading card programs
6. Developing effective study skills
7. Writing skills
8. SQ3R and notetaking techniques
9. Improving spelling
10. Vocabulary development
11. Tests in educational skills
12. Diagnosis of learning problems
13. Physiological factors in reading
14. Emotional factors in reading and study skills improvement (p. 148)

Students enrolled in the course were expected to complete activities pertaining to the following eight specific areas:

1. Testing and diagnosis of learning difficulties - Students learned how to administer, score, and interpret screening and diagnostic tests related to reading and study skills. Trainees would role play different situations related to this competency.
2. Familiarization with materials and equipment used in additional skills improvement - Students learned about teaching machines and materials through using them. A critique was to be written on a new workbook by each student.
3. Supervision of undergraduate students working in the laboratory - Initially the graduate students would assist undergraduates in locating materials, and operating the reading machines and tape recorder. Later in the term the trainee would confer with undergraduates about their difficulties in using the materials as well as to answer related questions.
4. Evaluating student progress - This activity taught the graduate student to conduct progress interviews, to evaluate student progress and which additional materials could be suggested to facilitate additional

work. Trainees also learned the appropriate times to suggest post-testing and how to interpret the results. Role playing preceded actual work with undergraduates.

5. Preparing and discussing case studies - Each trainee was to prepare an intensive case study on one undergraduate and then present it to the laboratory staff. Attendance at case conferences was also required.
6. Conducting and evaluating research in college reading - Each student was to complete a research project on a problem in college reading. The literature review was presented to the class early in the semester while the results of the research were submitted later in the term.
7. Conducting follow-up interviews - Each trainee interviewed several students who had dropped out of the laboratory program to assess their reactions to the program and their reasons for dropping out.
8. Developing new materials - Students were to develop new materials or were to evaluate new programs on which other staff members were working. (p. 149-150)

Final course evaluation was based on the research report (30%) and laboratory activities (70%). The latter included performance on each of the aforementioned activities, a situational test and two evaluations of laboratory duties performed throughout the semester.

After moving to the University of California at Berkeley, Maxwell (1969) reported on the course offered at this institution. Although most of the beforementioned curriculum was retained, several subjects were added to the course content . The administrative aspects of college reading were introduced to the trainees. This topic detailed the establishing and administering of a program including the developing and maintaining of relationships with other academic departments, problems of maintaining student and staff morale, and overcoming the undesirable "stigma" frequently attached to college reading/study skills programs. Trainees also learned how to write

annual reports, develop evaluations, and handle other duties faced by college reading specialists.

Crannoy, Schenck and Hellstrom (1973) developed two courses at the University of Florida after consultation with community college personnel in Florida. An experimental course entitled, "Reading and Study Skills in the Junior College" was offered for the first time in the spring of 1972. Reading assignments varied and each student was given a three week experience in analysis and improvement of their personal reading skills. Each student kept a reaction log on the thirty-one class experiences which included field trips to community colleges, developmental reading classes and learning centers. The course was team taught with community college reading teachers and a linguistics faculty member. The evaluations of the course led to the development of a prerequisite entitled, "Teaching Adults To Read."

The course description for each of the classes are as listed:

> Teaching Adults to Read. -- Basic concepts in adult reading. Topics include rate comprehension, word attack, English structure, readability, and the adult student. An experience in analysis and improvement of personal reading skills is included in the course. The course is especially designed for students intending to acquire training in junior college reading skills. Selected readings and a limited experience with materials is required. (4 credits)
>
> Junior College Reading. -- A survey course of the nature and concerns of junior college reading programs. Opportunities for observation and interaction with teachers of a variety of programs and approaches will be provided. Topics include the junior/community college, reading and study skills materials, diagnosis and testing, problems of minority groups, laboratory and classroom methods, and management. Brief papers, visitations, and selected readings are required. (5 credits) (p. 181)

Raygor and Vavoulis (1973) delivered a paper to the 22nd Convention of the National Reading Conference in which they described a program that had been developed at the University of Minnesota. The curriculum for this Masters level program was developed after a survey of expert opinion, a survey of existing courses offered at the institution and conferences with professionals in the field. Based upon these recommendations, the following proposed curriculum was put forth.

Courses Essential in a Plan of Studies:

Elementary and Secondary Education

Teaching and Supervision of Reading in the Elementary School

Measurements and Statistics:

Introductory Statistical Methods
Psychological Movement
--or--
Counseling Psychology II: The Clinical Use of Psychological Tests

Counseling:

Introduction to Guidance
Counseling Psychology I: History and Theories
Group Counseling: Principles and Procedures
Counseling Psychology III: Interviewing
--or--
Counseling Procedures

Psychology:

Social Psychology
Differential Psychology
Analysis of Behavior

Areas Without Specific Course Recommendations:

Personality
Higher Education
Special Education
The Disadvantaged

Elementary and Secondary Education:

RECOMMENDED COURSES:

Clinical Diagnosis of Reading Difficulties
Clinical Practice in Remedial Teaching
Teaching Literature in Secondary Schools

Statistics and Measurements:

Statistical Methods
Educational Measurement in the Classroom
Basic Principles of Measurement

Counseling:

Counseling Bureau Practicum

Special Education:

Education of the Disadvantaged
Diagnosis and Remediation of Learning Disability I

Linguistics:

Introduction

(pp. 173-174)

The rationale and the research findings behind the development of this program are detailed in another section of this paper.

Since the early 1960's the institution has offered two courses in "The Diagnosis and Treatment of College Learning Difficulties" for graduate students interested in college level reading and study skills. During the first quarter students fill out a questionnaire which determine what readings and observations they will be assigned. The authors point out that no two students receive the same require-

ments. The basic course objectives are as listed below.

Educational Psychology 8-341
Diagnosis and Treatment of College Learning Difficulties

General Course Objectives:

Basic Objective -- Learn to diagnose and treat learning difficulties effectively

Counselor Behaviors:

Perform competently in diagnostic and treatment interviews
Understand common emotional problems that accompany skill and achievement problems
Familiarity with group counseling techniques for study problems.

Measurement Skills:

Familiarity with achievement, ability, personality, interest, and study habits instruments, hearing and vision tests
Skills in selecting, administering, and interpreting appropriate tests
Evaluating student progress by means of tests, interview and case study

Instructional Skills:

Familiarity with materials used in both developmental and remedial work
Familiarity with equipment and hardware
Selecting materials and techniques to fit the needs of a particular student
Constructing an appropriate remedial program and administering it
Familiarity with teaching and tutorial techniques

Management Skills:

Program planning
Faculty involvement
Consulting skills
Staff and space needs
Budget planning

Research Background:

Familiarity with basic research
Knowledge of information sources
Familiarity with professional organizations and publications (pp. 174-175)

During the second quarter of enrollment in this course students work three to four hours a week in the Reading and Study Skills Center while under the close supervision of a staff member. In the weekly two hour class meetings students critique their skills center experiences which have been recorded on tape or videotape.

In recent years students have been permitted to enroll for a third quarter. For those who do enroll, the course takes on an expanded practicum nature. They either continue to work in the skills center or teach a highly individualized "How to Study" course under the supervision of the instructor.

For graduate students enrolled in programs of study leading to a doctoral degree with an emphasis on college reading and study skills, the first year of study is spent in taking course work. During the second year they work part-time in the Reading Study Skills Center, and in the third year they help to supervise new students. Throughout this period they enroll in courses which provide a good background in counseling, basic skills, measurement and statistics, and psychological foundations.

The authors state that the students graduating from this program emerge with a combination of academic knowledge, background experiences and usable skills that place them in a unique category which is different from any other identifiable academic specialist.

Required Degrees For Employment

The field of college reading suffers from a creditability gap

based on the negative connotation of remedial work at the college level. Due to such a factor the college reading specialist must meet the same academic requirements of any other instructor. The basic acceptable preparation for all community college instructors seems to be a masters degree. Such also seems to be the case at all four year institutions of higher learning, although the doctorate is required for a tenured position.

Hiler (1975) offered a major argument supporting the holding of at least a masters degree when she stated:

> ... to require less is to reinforce attitudes that these courses have no place in a college setting and therefore, the program and the teacher involved do not merit the same status as the traditional college offerings. These attitudes are quickly perceived by the students; their feelings of being stigmatized by taking remedial courses are reinforced. Thus, demanding fewer credentials of instructors for remedial programs predisposes the program to failure. (p. 7)

"Another Crisis For the New Born"

Teachers at the elementary and secondary levels who wish to develop additional competencies pertaining to the teaching of reading can enroll in Masters programs or reading specialist credential programs. A community college instructor holding a Masters degree faces a unique problem if he should wish to upgrade his teaching skills. Post master's programs traditionally stress the importance of research as opposed to teaching excellence. Furthermore, doctoral programs include the universal full-time, one year residency requirement which causes problems for those already teaching at a community

college.

Kazmierski (1971) puts forth a plan to overcome "another crisis for the new born." Using the National Faculty Association of Community and Junior Colleges', Guidelines For the Preparation of Community/Junior College Teachers and an adaptation of the competency based program for doctoral students at the University of Maryland, Kazmierski endorses a program of studies leading to a Doctor of Arts in College Teaching of Reading. The N.F.A.C.J.C. guidelines suggest that there are five areas of professional preparation for the training of community college instructors. These areas are listed as follows:

A. History, philosophy and function of the community junior college within the field of higher education.
B. Leadership problems in community/junior colleges, including professional and legal concerns, legislation, administration and finances.
C. Testing and evaluation, including statistics, data analysis, and the interpretation of emotional research.
D. Characteristics of students, including learning theory, psychology, educational sociology, and student advisement, counseling and guidance.
E. Special problems in curriculum, in subject fields characteristic of community/junior college teaching. (Kazmierski, 1971, p. 12)

In amending the University of Maryland's requirements, the writer supports student's developing competencies through regular reading courses or by designing a program of proficiencies in the university reading major. Such proficiencies could be developed through selected class attendance, attending seminars, independent study, tutoring, field experiences, scholarship in reading, research, university teaching, advising, institute program planning, institute administration, editing, reading center administration, professional writing, and

diagnosis and remediation of learning problems with college and adult students.

Kazmierski also supports the N.F.A.C.J.C.'s position on the vital importance of a structured one-semester internship in conjunction with a continuing seminar in community college teaching. Moreover, "the completion of the educational requirements for the fulfillment of the doctoral degree must be witnessed by the successful completion of the teaching of one academic year in a community/junior college. The Doctor of Arts in college teaching will, under no circumstances, be awarded prior to the completion of such professional residency" (p. 14).

In concluding his report, Kazmierski states, "The teaching doctorate or doctor of arts is the most practical degree for in-service junior college reading instructors. By combining relevant professional courses in the nature and nuture of junior colleges and students, sufficient reading competencies, real teaching experiences and a practical residency requirement this crisis can be handled" (p. 15).

Underlying Quality Courses - A Foundation Built of Research

In 1971 Kazmierski reported that there had been little or no research on the training of community college reading instructors. He proposed a plan which included the following steps: 1. Visit, study, and research the community college reading programs currently in operation, 2. Formulate plans for realistic training programs

at the masters level and the doctoral level, and 3. Initiate these programs and continually re-evaluate their relevance (p. 14).

Streicher and Nemeth (1977) stated that, although there was an increasing interest and awareness of the need for quality programs to train the college reading specialist, many of the existing programs are heuristic and have not been developed as a consequence of any research based competencies. Only these investigators and another team have reported on using a research base to develop programs to train college developmental reading specialists.

Vavoulis and Raygor (1973) sent questionnaires to thirty-eight college level reading specialists asking them to rate a variety of courses on a continuum as being either essential; important, but not essential; or of limited value for a proposed program of study leading to a specialized Masters degree in college reading and study skills.

The list of courses included thirty-five courses offered by the University of Minnesota and five hypothetical courses which were deemed to be of value. Each was listed with a catalogue description and grouped under a category system. The participants were also queried as to whether they had ever taken courses which were comparable to these that were described, or if not, did they have an equivalent background.

A majority of the respondents felt that the following courses were essential:

Foundations of Reading
Reading Difficulties
Teaching Reading in Secondary Schools

Diagnosis and Treatment of College Learning Difficulties
Materials and Related Instructional Techniques on the Reading and Study Skills
Basic Principles of Measurement
Instruments and Techniques of Measurement
Educational Research
Research Foundations for Reading and Study Skills Development
Organization, Administration, and Supervision of a College Level Reading and Study Skills Program
Personality Development and Mental Hygiene
Individual Differences and Educational Practices
Clinical Practice in Diagnosis and Treatment of College Learning Difficulties (p. 169)

In analyzing the data the researchers found the respondents believed it was essential for students to have a general background in reading at all levels as well as courses which would give students an empirical background for work in the reading and study skills field. Courses specifically relating to the treatment of college level learning difficulties were also given high priority. Related to such concerns, it was felt that a student should have an understanding of the undergraduates with whom he would be working, both in terms of individual and group characteristics. On the whole the respondents choices tended to reflect a pragmatic viewpoint rather than a theoretical one.

None of the courses falling into the realm of the language arts, or special education were seen as being essential by the members of the sample, and none were placed in the basic curriculum. Only a minority of the respondents felt counseling, psychology or higher education courses were important.

The researchers postulated that the low rankings given to language arts, special education and counseling were based on the

the fact that few of the respondents had strong backgrounds in these disciplines. On the other hand, most of the participants had strong backgrounds in reading, research, college learning difficulties and psychology. All of these fields except psychology were given high priorities.

When the sample members were requested to select the fifteen to twenty courses they would include in a college Reading/Study Skills Masters degree program for a student with an unrelated undergraduate background, the most frequently selected courses included all of the aforementioned "essential courses" as well as Practicum In Reading (secondary level), Introductory Statistical Methods, Teaching Reading in the Elementary Schools, and the College Student.

When asked if an educational degree should be a requirement for admission to such a program of study, 15% of the respondents answered in the affirmative, 67% voiced a negative response and 19% were uncertain as to their feelings. In addition they were asked whether previous teaching experience should be a prerequisite to program enrollment. 45% of the respondents stated that this experience was essential while 42% stated that it should not be a prerequisite for admission.

Streicher and Nemeth (1977) conducted a study in which the major purpose was to identify the significant competencies needed by college developmental reading teachers. A panel consisting of members from a professional organization, who held positions in institutions of higher education, were asked to respond to eighty-six behaviorally

stated competencies which the researchers had developed from a variety of content areas and descriptions of teaching tasks. A modified Delphi technique was chosen as the research procedure.

The panel was told to place each of the competencies in one or more of three levels of application: Level I (entry), Level II (advanced), and Level III (specialization). In order to allow for a uniform method of placement within each of the levels, criteria were specified based upon pre-service and post-graduate education. The panelists then rated each competency as being either critical, important or desirable at each of the levels of application. Forty-five panelists responded to round one.

After coding each of the panelist's responses, the data was converted by computer to a math continuum which ranked the competencies at each of the three levels in the order of importance. All of the competencies which were ranked as merely being desirable were excluded from further consideration. At Level I, 29% of the competencies were retained; at Level II, 60% of the competencies were included and at Level III 95% of the competencies were selected.

Utilizing the highest-ranked competencies at each level and by eliminating overlap and redundancies, the researchers refined the list and reduced the number of competencies to ten at each level of application. Each of the competency levels were then related to faculty positions.

In round two the panelists were instructed that the competencies selected for Level I were to correspond to the qualifications needed by lecturers or instructors at either a community college or four year

institution. Competencies selected and ranked for Level II would be those expected of experienced master teachers at the three professional stages. Level III competencies were related to those needed by assistant professors and professors directly involved in the administration and supervision of a college reading program. Each of the skills from a preceeding level were expected to be retained and refined at a higher level. The panelists were asked to rank the revised list of ten competencies at each level from most to least important.

The data was tabulated by the researchers and ranked in order of importance. The final competency rankings for each of three levels of application follow.

Level I:

1. demonstrate positive attitudes towards reading
2. demonstrate an understanding of the problems that affect individual achievement
3. demonstrate the ability to accurately diagnose the needs of the students, utilizing both standardized and informal diagnostic measures
4. demonstrate an understanding of the procedures which aid in providing for positive interaction with students
5. demonstrate the techniques for developing a flexible reading approach - judging different types of materials, selecting and combining techniques
6. demonstrate the technique for teaching specific skills in study reading - procedures for perceiving organization and structure, determining central theme, locating main points and supportive details, and locating information efficiently
7. demonstrate the techniques for teaching specific skills in reading in the student's content area textbooks - note-taking, outlining, underlining, annotating, summarizing, perceiving paragraph organizational patterns (listing, time-order, comparison-contrast, cause-effect), preparing for examinations, transferring critical reading techniques to content area texts
8. demonstrate the techniques for teaching specific skills in vocabulary enrichment - utilizing context clues, analyzing root words and affixes, adding specialized vocabulary

9. demonstrating the techniques for teaching specific skills in critical reading - questioning, inferences, relating and evaluating
10. demonstrate efficient and functional reading skills and reading habits

Level 2:

1. demonstrate a knowledge of the basic skills and abilities in the following categories: word recognition, comprehension, rate flexibility, study skills and literary habits, attitudes, apreciation, and tastes
2. demonstrate a knowledge of problems that might affect individual achievement: emotional factors, physiological factors, learning styles, cognitive structuring
3. demonstrate an understanding of a diagnostic-prescriptive teaching approach
4. demonstrate the ability to evaluate the appropriateness and adequacy of all sorts of instructional materials
5. demonstrate the ability to evaluate materials for instruction on the basis of effectiveness and appropriateness to the lessons planned
6. demonstrate the techniques for developing efficient study habits - preparing functional study schedules analyzing types of questions, preparing research papers
7. demonstrate the ability to utilize a non-commercial materials/equipment approach, understanding the principles of devising original material
8. demonstrate the understanding necessary to utilize input from subject matter teachers and provide for participation of content area faculty as tutors and resource personnel
9. demonstrate a familiarity with the operational procedures in using the following materials: programmed materials, skills development books, packaged learning systems, instructional media, reference books, library books, etc.
10. demonstrate the ability to plan for and organize the facilities required for the program

Level 3:

1. demonstrate the ability to establish and administer a college developmental reading program
2. demonstrate a knowledge of the theories, models, and research regarding the reading process
3. demonstrate the ability to develop implementation strategies for new programs and provide for changes in existing programs

4. demonstrate an awareness of new theories, research, and practical applications published in professional journals
5. select and provide for appropriate staff development experiences
6. establish and administer a training program for teaching assistants and/or interns
7. demonstrate competency in orienting subject matter teachers in using reading improvement techniques to improve teaching in their content areas
8. demonstrate the ability to organize and conduct workshops and inservice education
9. demonstrate the ability to interpret and evaluate criterion and norm-referenced instruments for evaluating instruction
10. demonstrate the ability to utilize and conduct research (pp. 66-67)

The researchers stated that they believed the research process provided a valid identification mechanism for determining competencies which might serve as a foundation upon which to build training programs for college level developmental reading instructors and to plan for curriculum revision.

Conclusion

The college developmental reading specialist serves a heterogeneous student population in an expanding field. The roles a specialist must adopt are varied. Each specialist is expected to be an instructor, counselor, administrator, researcher, writer, consultant, staff trainer, and possibly a trainer of future specialists as well as a professional pedagogue.

To successfully manage the various situations a specialist must

face on a daily basis, he must have a background of professional preparation which includes extensive study of the theories, philosophy, methods, materials, psychology, and research underlying a sound, coordinated reading program. It is paramount that the specialist have a background in the diagnosis and remediation of learning problems at the college level. Furthermore, the specialist needs professional preparation which is related to the counseling process; an understanding of the dynamics and politics of program development, implementation, administration and evaluation; a working knowledge of research procedures; and an understanding of the history, issues, trends, theories and philosophies of higher education.

The culmination of a specialist's training should be a supervised internship experience in a college reading center. For those trainees hoping to serve at a community college, the internship experience could be centered at such an institution. For the specialist in pursuit of a doctorate in college reading, the internship experience should be related to the dissertation.

Price and Wolfe (1968) put forth two challenges to all professionals interested in the subject of training college level reading and study skills specialists. They stated "These suggestions present two challenges. First, there is a challenge to teacher-preparing institutions to give attention to the preparation of junior college teachers of reading. The second challenge is to seek well prepared teachers of reading." Ten years later these two challenges seem to be as relevant as when Price and Wolfe charged the profession.

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